
The AMERICAN SHORTHAND TEACHER

*A Magazine for Teachers of Shorthand and
Other Commercial Subjects*

Issued Monthly (except July and August) by The Gregg Publishing Company,
16 West Forty-seventh Street, New York, N. Y.

BOSTON OFFICE.....Statler Building, Boston, Mass.
CHICAGO OFFICE.....623 South Wabash Ave., Chicago, Ill.
SAN FRANCISCO OFFICE.....Phelan Bldg., San Francisco, Calif.
TORONTO OFFICE.....57 Bloor Street, West, Toronto, Ontario, Canada
EUROPEAN OFFICE.....Kern House, 36-38 Kingsway, London, W. C. 2, Eng.
AUSTRALIAN OFFICE.....Bridge Street, Albion, Brisbane; Philip C. Baines, Agent
NEW ZEALAND OFFICE.....Gregg Shorthand College, Christchurch; J. Wyn Irwin, Agent

Subscription rates: One dollar, the year. Ten cents, the copy. Copyright, 1927, by the Gregg Publishing Company.

Vol. VIII

DECEMBER, 1927

No. 4

Helping the Slow Pupil to Succeed

By Maude Smith

High School of Commerce, Yonkers, New York

HAVE you ever had the feeling, especially during a course in summer school, that you could do so much better work if only the professor would go a little slower and not give you so much to digest in one night?

If you have felt that way, then perhaps you can imagine how the student feels who comes into high school in September from a *slow division* in the elementary schools. He has passed his preliminary examinations in Arithmetic, Geography, etc., but, because of the arrangement of classes according to mentality in the grades, he has been in sections where the work was covered in a manner and over a length of time suited to his mental ability. When he enters high school he is placed in a section with average and very bright pupils. No one inquires whether he

This paper was read before a meeting of the New York City Gregg Shorthand Teachers' Association, and its content is so valuable that we give it in full. The experiment which the Yonkers High School of Commerce has tried is a success and is worth the while of others to study and use.

—Editor

came from slow or rapid advanced classes in the grades.

Is the Usual Class Plan Fair?

The teacher is faced with a complex problem. He has pupils in his class with I. Q.'s ranging from 75 to 130 or over. These pupils are all expected to cover the same amount of work in the same time regardless of mental ability. The teacher must utilize to the fullest extent the initiative and mental power of the very bright and stimulate and develop the limited abilities of the slow. What is the result? You know. By the time the first month's marks are given out the dull pupils are hopelessly behind, with failure for the term staring them in the face. Is it any wonder that these pupils become discouraged and want to leave school? Is it any wonder

that the truant officers are such very busy men? From trying again and again work which is beyond his ability the pupil not only loses confidence in himself but may even develop a spirit of hatred for school and for the law that requires him to attend school. Unconsciously, perhaps, are we not developing a positive training for undesirable citizenship? Proctor in "Educational and Vocational Guidance" says, "The attitude of mind which attacks all problems with a hopeful expectation of satisfactory accomplishment is a valuable asset for any individual. Self-confidence is a prerequisite of self-respect and self-respect is fundamental to noble citizenship."

Form Ability Groups

But, you say, what can be done? The standard of the high school cannot be lowered. We must take the pupils sent to us from the grades. We cannot choose our pupils. True, but without lowering the standard of the high school, and even without changing the course of study, can we not make a *start* in the right direction by forming *ability* groups? Why should the policy of classification grouping stop with the elementary school? The very fact that these inferior mentality pupils are carried on through the grades means that the junior and senior high schools must receive a large number of children who formerly left school before completing the elementary grades. The high school must either meet the needs of this group or give them a trial at work which they cannot do, fail them again and again and finally pass them out when they have met the age requirements branded as failures.

I do not want to go into the reasons why ability grouping in high school has lagged far behind the movement in the grades, but I do want to make a plea for the recognition of the fact that many of these slow pupils will not be utter failures if we will only provide the means for them to work in a group where they can have a slower development of a certain unit of work over a longer period of time.

"Nothing Succeeds Like Success"

I am almost willing to say that half of the pupils who are now failing would succeed if this could be done.

One of the two big maxims of our laws of learning is PRACTICE WITH SATISFACTION. "The feeling of successful accomplishment," Kilpatrick states, "establishes a bond between effort and result. Success is a stimulus to further effort." If we can so plan our work that each pupil feels that he is succeeding, even if this success is in a slow division on less than the regular term's work, the pupil will be readier to work and this

readiness will not only make success likelier but will give increased satisfaction, which means learning. I am in hearty agreement with the saying, "Nothing succeeds like success."

Dr. Warren W. Coxe, Chief of the Educational Measurement Bureau, State Department of Education, says in an article in the February number of the *New York State Education Journal* that he believes progress in secondary education is dependent upon a solution of the problem of grouping pupils, that the efficiency of our high schools depends not upon their ability to make the pupils fit an established course of study, but upon their ability to fit the school to the needs of the pupils.

Trying "Half Portions"

Realizing even before we gave intelligence tests that we had our full share of pupils who did not have the ability to carry the work prescribed in the regular course in the regular time, we tried to meet our problem by ability grouping in the subjects of Shorthand and Arithmetic. We felt that in many cases time is a factor in the eventual success of the slow pupil and that many pupils who are not able to keep up in the regular division might succeed in making *half* the term's work if they could take the work slower.

Our procedure in forming ability groups in Shorthand may be of interest to you.

Determining Group Membership

In September 1926 we gave intelligence tests to 278 beginning shorthand students. This group included eighty-seven pupils of the four-year course who were starting shorthand in their third year in school and one hundred and ninety-one pupils of the two-year course starting shorthand in their *first* year in school.

We used the Terman A. Group Test and the Otis Intelligence Examination designed for Business Institutions.

As found by the Terman Test the highest I. Q. was 123, the lowest 76, and the median 98. One hundred and four pupils had I. Q.'s below 95, which, as you know, is below average. Of this number twenty-five were below 85. Ninety-one pupils had I. Q.'s between 95-105 and sixty-three had I. Q.'s of 105 or over. It is interesting to note that none of the eighty-seven four-year students taking shorthand in their third year had I. Q.'s below 95. This seems to bear out the statement that our high schools as at present organized tend to eliminate the lower mentality student.

The results of the Otis test ran much lower—86 being the median I. Q. with two hundred and seventeen pupils below 95. This test is

designed expressly for business institutions which have need to test the intelligence of applicants for clerical and executive positions. It was given to our pupils as an experiment. We feel that another form of the Otis tests such as the Otis Self-Administering Test of Mental Ability—Higher Examination—Forms A. and B. would be more suitable for our use.

Checking Results

Wherever we could get them, the I. Q.'s were obtained from the various grammar schools and were found to correspond very closely with the I. Q.'s obtained by the Terman Test.

But the ability groups were not formed on the basis of test results alone. Used without check it was felt that classification by test scores alone might result in a distribution of pupils into groups of similar mentality but decided inequality with regard to school progress. It has been said that intelligence tests measure the combined native and acquired ability of an individual to deal promptly and correctly with the various situations presented in the tests. When applied to school children these tests indicate what the children *can* do better than what they *will* do. One pupil may be working far under his native capacity and another may be doing much better work than his mental test showing would have warranted one in expecting. There are factors not measured by the mental tests which enter into school success and these must be taken into account in the educational guidance of children. The intelligence tests fail to reveal those habits of industry, willing coöperation, ambition and persistence which will often make a dull child obtain better results than the bright child who is not working up to capacity.

Class Work

So, without a knowledge of the results of the intelligence test, the shorthand teachers were asked to rank their pupils on a five-point basis as to the pupils' ability to do shorthand shown by their actual class work. This procedure recognized through the teacher's estimates those character factors which make for success which the intelligence tests do not show.

Accomplishment Test

With the teacher's estimate we felt that there should be the record of the actual accomplishment of the pupil for a given time on a given unit of work. Next in order was a test on the first three lessons in the Manual. All the pupils were brought into the large

study hall and given a test consisting of 40 wordsigns and 10 phrases dictated at forty words a minute, with six minutes allowed for transcription, and 45 words from the 1000-word list, dictated at twenty words a minute and five new words dictated in one minute, with six minutes allowed for transcription. All papers were marked by one person.

The teachers' estimates, the results of the test on the first three lessons, and the I. Q.'s of the pupils were then combined as a basis for homogeneous grouping. In general there was a high degree of correlation between the three.

Results Justify Division

As a beginning only two sections were formed. One, a section to do the regular work of the term, the other a slow section to accomplish half the regular work. At the end of the term the regular group passed 100%, and 85% of the slow group passed half the term's work. We felt that this was a good accomplishment record for the slow group considering that there were 25 pupils in it with I. Q.'s below 85.

Those who completed the half-term's work began this term with Lesson 6 and will complete as many lessons as they can do well. From the present indications they will have no difficulty in completing the two terms' work in three terms. Because they are taking the work in a manner suited to their slow mentality they are succeeding. Isn't that better than to have them stay in a shorthand class for a whole term as failures?

The Still Slower Group

But what about the pupils who failed in the slow group? We must face the fact that there is an intelligence level below which success is out of question in the course of study offered by the typical high school. Proctor says that the regulation high school offers little which can be done by pupils not possessing an I. Q. of at least 90 and that such a high school is withholding proper training suitable to a third of the children of high school age, primarily since these children do not possess, in sufficient amount the particular type of intelligence required for mastering the course of study typical of the so-called best high schools.

Until some other way of meeting the needs of this group of students is devised we shall continue giving them the opportunity to TRY work in shorthand and then when they show that they have not the ability to get the shorthand even in the slow division, we shall make an attempt to provide a means of livelihood for them by giving them such work as calculation, bookkeeping machine, filing, etc.

In conclusion—

I believe that the plan of homogeneous grouping can be carried out successfully in any high school subject with the following results—

1. Pupils will have a better social attitude because they are always in an environment of success.

2. They will be stimulated to work.

The assignments are within the reach of the poor pupil and he will make a greater effort because of this. He will have a chance to become a leader in his group and perhaps to receive praise from his teacher for good work. He will be advancing only as fast as he is able to grasp the work.

3. There will be fewer failures under the grouping plan.

4. Pupils will be helped to discover themselves.

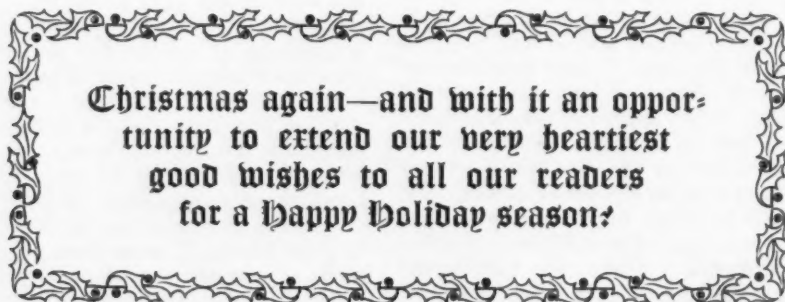
5. The number of pupils who are truant will be reduced.

6. The number of pupils who leave school will be reduced.

7. The initiative of pupils will be increased.

Classifying by ability helps to solve the problem of how to get each pupil to do his best work in each subject.

The whole procedure in ability grouping presupposes that we believe that our high schools should be more than college preparatory institutions where only the fittest survive. It means that we believe that it is our duty to provide for each high school pupil the type of training best suited to his needs as long as he is in high school and that we believe that that school is doing the best for society which tries by careful grouping, differentiated work and careful study of individual needs to keep its pupils in a success atmosphere.



By Way of Service

New Canadian Office of the Gregg Publishing Company Opened

THE establishment of a Toronto office by The Gregg Publishing Company marks another mile along the road of progress. New York, Chicago, Boston, San Francisco, London, England—and now Toronto is added to the list. The quarters selected are in the Bloor Building, 57 Bloor Street, West, Toronto, Ontario, Canada, and from this vantage point the company will be better able to serve the schools and teachers of the Dominion.

With the increased business has come a demand for textbooks especially adapted to the needs and requirements of the country. A special Canadian edition of the Gregg Shorthand Manual has been in use for some time and supplementary books to support it have now been published. Then, too, the Rational Typewriting textbooks, as well as the Rational Bookkeeping and Accounting series, have been adapted to meet the demands of Canadian business houses. Many of the textbooks of the English house of Gregg have found a

ready sale in Canada also. With the textbooks suited to the market, a more effective way of handling the orders and closer coöperation with the schools and teachers was deemed desirable. The opening of the Toronto office was the outcome.

Mr. C. I. Brown, formerly associated with the Chicago office of the Gregg company and for four years manager of the British office, has been appointed manager. Previous to his connection with the publishing company, Mr. Brown was associated with the Brown chain of business schools as teacher, manager, and "business promoter" in several of the many schools owned by his late uncle, the famous "G. W." The many friends of "C. I.," as he is affectionately known, will wish him well in his new position, in preparation for which he travelled extensively in Canada, and we are confident that the schools and teachers served by this new office will profit by the closer coöperation its establishment makes possible.

Tips on N. C. T. F. Plans

THIS thirtieth annual convention promises to be one of the best ever held in the history of the Federation. For years it has been the hope of Mr. Chas. T. Smith, of Kansas City, that the Federation would one day come to his home city. Now that he has this opportunity he is doing everything to make it an event of unusual merit and interest. Mr. F. J. Kirker assures all members of the Federation that he has prepared a Federation program of which he is extremely proud. No commercial teacher will be disappointed with the program or with the entertainment.

The Speakers

The following speakers are already secured for addresses:

Mr. Henry J. Allen, Ex-Governor of the State of Kansas and one of the best orators in the Middle-West.

Mrs. Emily Newell Blair, who is known nationally as the leading force in Women's Clubs in the United States.

Mr. J. C. Swift, President, Smith-Henry Commission Company, a business man with a real message for commercial educators.

Rev. Roy Rutherford, Pastor of the First Christian Church, and recognized as one of the most brilliant pulpit orators in the Middle-West.

Dr. Paul S. Lomax, Director of Commercial Education, University of New York, and President of the Eastern Commercial Teachers' Association.

Professor F. G. Nichols, Graduate School of Education, Harvard University, author of a recent study of Office Practice.

Dr. Lomax and Professor Nichols need no introduction to N. C. T. F. members, but a bit of personal data about the other speakers will be of interest.

Emily Newell Blair was born in Joplin, Missouri, where she now makes her home. She is a descendant of pioneer Americans, the first of whom landed in 1640. "I had a Northern and a Southern grandfather," she explains, "but I am not a mug-wump. I had ancestors in almost every one of the original thirteen states."

She was educated in Missouri and at Goucher College, and is a member of the Daughters of the American Revolution, the Missouri Federation of Women's Clubs, The Writers' Guild of Missouri, the Business and Professional Women's Club, the National Pen Women's League, the Women's City Club of Washington, D. C., and other organizations.

Mrs. Blair was elected Democratic National Committeewoman from Missouri in 1920 and again in 1924. In 1922 she was elected by the National Com-

mittee as vice-chairman of the committee. Before women got the vote Mrs. Blair was active in managing campaigns for county offices. Later she took up suffrage work and conducted a press and publicity campaign for a suffrage amendment to the Missouri constitution and subsequently edited a paper, *The Missouri Woman*.

Mrs. Blair early became known as a magazine writer. Her first work was "Letters of a Contented Wife." Later she wrote several series of political articles and, in 1920, reported the Republican and Democratic National Conventions for the *New York Times' Current History Magazine*.

During her husband's war service in France, Mrs. Blair reported for war work in Washington and served under Ida Tarbell in the press department of the Women's Committee of the Council for National Defense, and at the close of the war wrote the official "History of the Women's Committee" which was published by the government by Newton D. Baker, then Chairman of the Council.

Henry J. Allen is the son of pioneer parents who came to Kansas at the close of the Civil War. He was educated at Baker University and also has received degrees from Denver University, Washburn College, and the Kansas Wesleyan University.

Having embarked in the newspaper business immediately at the close of his college life, he has intermingled it on a number of occasions with public office. He served Governor Stanley as private secretary and was promoted to the presidency of the state board of charities, which position he held during the administration of Governor Bailey. In 1918, while serving with the Red Cross in France, he was elected Governor of Kansas and held that office for two terms, covering the years from 1919 to 1923. Upon leaving that position he accepted a mission to southern Russia, Armenia and countries in the Near East, where he spent several months making a survey for the Near East Relief. He was a member of the Floating University faculty which made a tour of the world in 1926-27, covering an academic year in the course of travel and study which embraced over thirty countries of the globe.

Governor Allen has been active in newspaper administration and in writing. He was a war correspondent in the Spanish-American War, going with Shafter's Corps to Cuba as representative of the *Kansas City Journal* and other newspapers. He has also been a member of the Press Gallery at Washington. He is at present the publisher of the *Wichita Beacon*, which he purchased some twenty years ago. During his term as Governor, he wrote "The Party of the Third Part," an exposition of the rights of the public in labor controversies in the essential industries, which book gained a large audience.

Mr. J. C. Swift is the president of Swift & Henry Live Stock Commission Company of Kansas City, and has been identified in a rather generous way with live stock and agricultural movements and interests in the central western country for the past thirty years. He is considered by many to be one of the best platform orators in this part of the country.

The Women's Auxiliary

There is to be organized a special department to look after the interests of the women of the convention. Miss Nettie Huff, of the

Huff's School of Expert Business Training, is Chairman of the Women's Auxiliary. Those who know Miss Huff will realize fully that she will do everything possible to make the visit of every woman to the convention one long to be remembered.

The Baltimore Hotel is well adapted for convention uses. Its rates are reasonable and it is well located in the very heart of Kansas City. There are a number of very excellent hotels right in the surrounding blocks for those who do not wish to stay at the Convention headquarters.

The plan started by Mr. Willard Wheeler, of the Wheeler Business College, of Birmingham, of awarding a Certificate to all schools

where every commercial teacher becomes a member of the Federation will be continued. Schools wishing to secure such awards should send in their membership as early as possible to Mr. C. M. Yoder, Secretary National Commercial Teachers' Federation, Whitewater, Wisconsin. These awards should be made out before the convention meets. There were a much larger number of awards made last year than the officers of the Federation anticipated. If every commercial teacher could realize the value of becoming a member of the Federation the number of awards this year would be doubled.

A brief outline of the programs of the Convention is subjoined.

Program of the Convention of

The National Commercial Teachers' Federation

To be held December 27, 28, 29, and 30, 1927

At Hotel Baltimore, Kansas City, Missouri

Federation Officers

L. Gilbert Dake, *President*, Yeatman Vocational High School, St. Louis, Missouri
 E. H. Norman, *First Vice-President*, Baltimore Business College, Baltimore, Maryland
 Alice V. Wylie, *Second Vice-President*, Office Training School, Memphis, Tennessee
 Charles A. Faust, *Treasurer*, 1024 N. Robey St., Chicago, Illinois
 C. M. Yoder, *Secretary*, State Teachers' College, Whitewater, Wisconsin

Local Committee of Kansas City

Frank J. Kirker, Chairman, Junior College of Kansas City
 Earl J. Van Horn, Entertainment, West Port High School
 Wera Nathan, Membership, Central High School
 L. E. Terry, Exhibits, Paseo High School
 Nettie Huff, Women's Auxiliary, Huff's School of Expert Business Training

Tuesday, December 27

NATIONAL ASSOCIATION OF ACCREDITED COMMERCIAL SCHOOLS DAY

Wednesday, December 28

REGISTRATION	9:00 to 4:00 o'clock
GENERAL FEDERATION MEETING.....	9:30 to 12:00 o'clock
Community Singing	Invocation
President's Address	Address of Welcome
Address by Dr. Paul S. Lomax, Director of Commercial Education, University of New York on "Commercial Education's Contribution to Civilization"	Response
PUBLIC SCHOOL SECTION.....	1:45 o'clock
Chairman, B. B. Beal, High School, Hibbing, Minnesota	
How Commercial Education Vitrally Concerns American Education, by Dr. Paul S. Lomax, School of Education, New York University, New York City	
Objective Measures of Accomplishment in Bookkeeping, by Lloyd L. Jones, Board of Education, Bureau of Child Accounting and Statistics, Cleveland, Ohio	
Discussion, led by P. L. Greenwood, Roosevelt High School, Minneapolis, Minnesota	
Objective Measures of Accomplishment in Shorthand, by Maud E. Searl, East High School, Des Moines, Iowa	
Discussion, led by Jane E. Clem, State Teachers' College, Whitewater, Wisconsin	
Tests in Typewriting, by Minnie A. Vavra, Cleveland High School, St. Louis, Missouri	
Discussion, led by A. H. Hellmich, Vocational School, St. Louis, Missouri	
PRIVATE SCHOOL SECTION.....	1:45 o'clock
Chairman, Paul Moser, President, Moser Shorthand College, Chicago, Illinois	
The Direct Method of Teaching Shorthand, by Emma McCredie, Parker High School, Chicago, Illinois (A practical demonstration)	

SHORTHAND ROUND TABLE.....	3:30 o'clock
<i>Chairman, Harry E. Aseltine, Vocational Counselor, West Commerce High School, Cleveland, Ohio</i>	
The First Lesson in Shorthand, by <i>Walter Rasmussen</i> , Principal, Rasmussen Practical Business School, St. Paul, Minnesota	
An Original Plan in the Teaching of Typewriting, by <i>G. C. Brink</i> , Teacher of Typewriting, Central High School, Kansas City, Kansas	
The Value of Contests in the Shorthand Curriculum, by <i>Edith R. Tatroe</i> , Teacher of Shorthand, Council Bluffs High School, Council Bluffs, Iowa	
Discussion led by <i>D. D. Lessenberry</i> , Vice-Principal, Business High School, Pittsburgh, Pennsylvania	
BUSINESS ROUND TABLE.....	3:30 o'clock
<i>Chairman, Ardon L. Allyn, Bliss College, Columbus, Ohio</i>	
The Proper Correlation of Individual and Classroom Instruction, by <i>C. A. Croft</i> , Wheeler Business College, Birmingham, Alabama	
The Correlation of the Work of the High School Commercial Department with the Demands of the Business World, by <i>Helen Haynes</i> , Emorich Manual Training High School, Indianapolis, Indiana	
The Educational Value of Bookkeeping, by <i>Professor James O. McKinsey</i> , University of Chicago	
PENMANSHIP ROUND TABLE.....	3:30 o'clock
GROUP AND PRIVATE DINNERS.....	6:00 o'clock
MUSICAL PROGRAM	RECEPTION DANCE 8:00 o'clock

Thursday, December 29

REGISTRATION	9:00 to 4:00 o'clock
GENERAL FEDERATION MEETING.....	9:30 to 12:00 o'clock
Community Singing	
Address, by <i>Mrs. Emily Newell Blair</i> , on "What Shall We Read to Keep Up?"	
Business Meeting and Election of Officers	Announcements
FEDERATION LUNCHEON	12:00 o'clock
<i>Chas T. Smith, Kansas City Business College, Toastmaster</i>	
Address, by the <i>Rev. Roy Rutherford</i> , Pastor of First Christian Church, on "Selling Me to Myself"	
PUBLIC SCHOOL SECTION.....	1:45 o'clock
Conference Problem: "A New Conception of Office Practice"; General Conference Leader: <i>Professor Frederick G. Nichols</i> , Harvard University; Discussion Leaders: <i>E. A. Zelliot</i> , Des Moines, Iowa; <i>I. O. Royse</i> , Purina Mills, St. Louis, Missouri; <i>H. F. Chadeayne</i> , Missouri State Life Insurance Company, St. Louis, Missouri; <i>S. O. Kennedy</i> , International Life Insurance Company, St. Louis, Missouri	
COLLEGE INSTRUCTORS' ROUND TABLE.....	2:00 o'clock
<i>Chairman, H. D. Proffitt, Penn School of Commerce, Oskaloosa, Iowa</i>	
Are Problem Tests Desirable Measures? by <i>Paul A. Carlson</i> , State Teachers' College, Whitewater, Wisconsin	
Research and Commercial Education, by <i>Dr. F. E. Long</i> , Washington University, St. Louis, Missouri	
BUSINESS ROUND TABLE.....	2:00 o'clock
Discussion under the direction of <i>J. O. Malott</i> , Specialist in Commercial Education, Bureau of Education, Washington, D. C.	
VISITS TO EXHIBITS, SIGHTSEEING, ETC.....	4:00 o'clock
GROUP AND PRIVATE DINNERS.....	6:00 o'clock
THEATRE OR SPECIAL PARTIES.....	8:00 o'clock

Friday, December 30

REGISTRATION	9:00 to 12:00 o'clock
REGISTRATION	9:00 to 4:00 o'clock
Community Singing	
Address, by <i>F. E. Long</i> , Department of Education, Washington University, St. Louis, Missouri, on "The Practical in Education"	
Address, by <i>J. C. Swift</i> , President of Swift Henry Commission Company, on "Business Out West"	
PRIVATE SCHOOL SECTION.....	1:45 o'clock
<i>Chairman, Paul Moser, President, Moser Shorthand College, Chicago, Illinois</i>	
What is the True Place of the Private Business College in our System of Education? by <i>Hon. H. D. Sparks</i> , Sparks Business College, Shelbyville, Illinois	
Discussion	Election of Officers
COLLEGE INSTRUCTORS' ROUND TABLE.....	3:30 o'clock
<i>Chairman, H. D. Proffitt, Penn School of Commerce, Oskaloosa, Iowa</i>	
The Technique of Teaching Commercial Subjects as College Courses, by <i>Jane E. Clem</i> , State Teachers College, Whitewater, Wisconsin	
Do College Teachers of Commerce Need Professional Preparation, by <i>Dr. Paul S. Lomas</i> , Director of Commercial Education, University of New York	
SHORTHAND ROUND TABLE.....	3:30 o'clock
<i>Chairman, Harry E. Aseltine, Vocational Counselor, West Commerce High School, Cleveland, Ohio</i>	
Getting Results in Typing, by <i>Ella Williamson</i> , Head of Commercial Department, Fort Dodge High School, Fort Dodge, Iowa	
Some Further Improvement in Shorthand Teaching, by <i>Dr. Paul S. Lomas</i> , Director of Commercial Education, University of New York	
Research in Typewriting, by <i>Dr. E. G. Blackstone</i> , Assistant Professor of Commerce, University of Iowa, Iowa City, Iowa	
Discussion led by <i>Adelaide B. Hakes</i> , teacher of Typewriting, Gregg School, Chicago, Illinois	
Election of Officers	
PENMANSHIP ROUND TABLE.....	3:30 o'clock
FEDERATION BANQUET	6:30 o'clock
Address by <i>Ex-Governor Henry J. Allen</i> , on "World Relations"	
Music	Entertainment
Inauguration of New Officers	Awarding of 100 Per Cent Certificates
	Adjournment Dancing

Second Conference of the

American Vocational Association

Los Angeles, California, December 17-20, 1927

THE second annual convention of the American Vocational Association will be held in Los Angeles, California, December 17, 19, 20, 1927. Prof. F. G. Nichols, of Harvard University, has charge of the Commercial Section and has announced three very valuable sessions.

There will be an exhibit of the latest equipment and supplies used in the various branches of vocational education, brought at considerable expense by the manufacturers and dealers. Then, too, there will be the opportunity to meet and talk our problems over with others engaged in the same work as that in which we are engaged, which often is worth the whole effort of attending a convention.

Delightful trips have been arranged. Teachers who arrive before the convention will be taken on trips to schools which feature vocational and secretarial work. During the convention, trips are planned through the orange groves, residential district, industrial districts, and to various beach resorts. Everyone wants to visit the film capital of the world. Visitors are to be shown methods of producing a modern motion picture in typical studios.

In addition to this are special trips to Catalina, San Diego, Mt. Lowe, and perhaps to Yosemite National Park.

The headquarters will be the Biltmore Hotel. Those from a distance should make reservations early, direct with the hotels.

Mr. A. W. Waidelich, chairman of the registration committee, Frank Wiggins Trade School, Los Angeles, will be glad to supply complete information about this Conference.

Here is your chance to get a broader view of your work, to gain much useful information, and to have a delightful trip. The American Vocational Association and Los Angeles cordially invite you to spend Christmas in Los Angeles.

The topic for the Saturday and Monday morning sessions is to be Office Practice—How can our office practice work be so organized as to make it contribute to the training of stenographers, bookkeepers, retail salespeople, and at the same time provide a suitable clerical training for those who are not interested in or qualified to prepare for any of these three types of commercial work?

Under the chairmanship of L. B. Davy, of Bakersfield, California, president of the Executive Council of the California Commercial

Teachers' Association, discussion leaders representing Commercial Education, and F. W. Fells (Pacific Housewares Corporation, San Francisco) and Harry E. Moore (Mutual Pacific Life Insurance Company, Los Angeles), representing the National Association of Office Managers, will be ready to ask and answer questions.

These first two sessions of the conference will be based on a report of a study made by Mr. Nichols in cooperation with the National Office Managers' Association. No formal papers will be presented, but every one is urged to take part in the discussion. Bulletin No. XII, *A New Conception of Office Practice*, issued by the Harvard University Press, Cambridge, Massachusetts, gives a 125-page report of this study.

These special conference problems will be taken up:

- The Extent to which there are "Commercial Trades" Comparable to "Industrial Trades"
- Standardization of Job Names in Commercial Work
- Needed Job Analysis in the Commercial Field
- Needed Analysis of Character Traits in the Commercial Field
- The Extent to Which There Are Well-Defined Promotional Lines in Commerce
- The Extent to Which There Might Be Better-Defined Promotional Lines in Commerce. (A comparative study of personnel policies of leading Pacific Coast business concerns)
- The Extent to Which Office Skills are Essential to Success in Office Work and Ultimate Promotion to an Executive Status in Business
- Effectiveness of Present Commercial Arithmetic Courses
- Need for Business Contacts by Pupils during the Period of Formal Business Training
- Differentiated Courses to Meet the Needs of Both Sexes
- Standards of Effective Evening School Business Education

Retail Selling Education

With Frank E. Lord, Santa Monica, California, president of the Southern California Commercial Teachers' Association, presiding, Miss Isabel Craig Bacon, special agent for Retail Selling, the Federal Board for Vocational Education, Washington, D. C., will act as general conference leader at Tuesday morning's session. The Present Status of Retail Selling Education as a Part of Commercial Education in Evening, Continuation, Vocational and High Schools, will be the Conference Problem for that day.

A Nation-Wide Study of the Results Obtained from the Hoke and Rollinson Tests

To Be Conducted by the American Shorthand Teacher

A NATION-WIDE study of the results obtained from the Hoke Prognostic Test of Stenographic Ability, the Rollinson Diagnostic Shorthand Tests, and the Hoke Vocabulary and Reading and Writing Ability Tests is to be conducted by the *American Shorthand Teacher*, starting with the second term of the present school year.

Thirty representative cities are being invited to form the nucleus of this research group, and it is hoped that many shorthand teachers from other cities will be in a position to join.

Careful and complete directions for the giving of each test and the recording of the scores will be mailed all participants free of charge. Sufficient testing material for one beginning shorthand class will also be sent at a cost that will not exceed nineteen cents per pupil for the eighteen tests.

Everything possible will be done to insure that the results obtained may be accurate and of definite value in determining what, if any, correlation may exist between the results shown by the Hoke and by the Rollinson tests.

The results of the study will be published by the *American Shorthand Teacher* in one of the early issues of the fall of 1928. Advance copies of the report will be mailed to all 1928 Summer Session commercial teacher-training classes in order that they may have the opportunity of studying the data carefully, checking tentative conclusions and adding any independent conclusions and criticisms which they may form.

We wish to emphasize that the nature of the report will be absolutely impersonal. No names of pupils will appear on the results sheet which is sent us. No comparison of teachers or cities will be made.

For the benefit of those shorthand teachers who may not be familiar with the purpose and construction of the Hoke Prognostic Test of Stenographic Ability, we give in full Dr. Hoke's General Statement and Method of Construction, which forms a part of the pamphlet giving the directions for conducting the test.

"The main purpose of the prognostic test is to provide data which will enable the teacher to deal more effectively with the instruction of the shorthand student. If we know in advance something of the student's native ability, or lack of it, we can shape our courses of instruction more intelligently so far as the individual student is concerned. It is certain that the basic training or background available in the study of shorthand varies tremendously with the individual student, although all in any group may have had approximately the same opportunity to acquire the fundamental education necessary to the professional practice of shorthand. These differences may be due to native or acquired abilities. It seems, therefore, eminently worth-while to endeavor to construct some measure by which the capacity for success in shorthand may be predicted with as great accuracy as possible. The prognostic test aims to supply the teacher with very definite data helpful in the classification of students, in discovering their weaknesses, and in shaping the instruction to solve individual problems.

Method of Construction

"The basis for the selection of the seven elements in the test was an attempted analysis of the work of the stenographer into its component mental and motor functions. Following this analysis the effort was made to provide an appropriate method of measuring each of the capacities needed in stenography.

"1. *Motor Reaction.* Both shorthand and typewriting require rapid and skillful motor reactions—the tapping of keys and the making of various symbols on paper. Test 1 is an attempt to provide a measure of a closely analogous motor reaction. The making of marks in the spaces, as explained in the directions for this test, requires a sort of movement of the fingers, wrist or arm somewhat similar to that required in tapping typewriter keys or making shorthand characters.

"2. *Speed of Writing.* Success in stenography depends, to some extent, upon speed

in writing shorthand notes. This factor may reasonably be expected to correlate highly with speed in longhand writing, especially so since Gregg shorthand outlines involve fundamentally the same movements as longhand letters, which they frequently resemble.

"3. *Quality of Writing.* This is also important for success in stenography, since upon it, in part, depends the ability to read one's notes. Quality of longhand penmanship may reasonably be expected to correlate rather highly with quality of shorthand penmanship.

"4. *Speed of Reading.* One who reads rapidly in longhand may read rapidly in shorthand. There would seem to be a considerable number of "identical elements" in the two processes, so that one might expect some "carry over." If this proves to be the case, it should be worth while to measure speed of reading in advance.

"5. *Memory.* The stenographer must remember not only outlines, wordsigns, phrases, etc., but must sometimes hold in mind, also, whole sentences, when dictation is given in a too rapid spurt. This test is an attempt to measure memory under somewhat similar circumstances.

"6. *Spelling.* In stenography it is important that one be able, not only to spell the words in shorthand, or at the typewriter, but to spell them rapidly. This test is an attempt to measure not only spelling ability, but *speed* of spelling.

"7. *Symbols.* In shorthand the association and rapid substitution of symbols is evidently an important factor. Test 7 should give a basis for prediction as to whether a pupil will learn symbols readily and deal with them rapidly.

"If, as is hoped, each of the seven elements of the test will show some appreciable correlation with success in stenography, then the "battery" of seven tests, taken as a whole, may perhaps show a sufficient degree of correlation with school success to give it some value as a basis for prediction. The author will appreciate most highly the cooperation of those who feel an interest in the project, and who believe there is sufficient merit in the plan of

the test to furnish some ground for hoping that their efforts may result in some good to the cause of commercial education."

Miss Rollinson states briefly the general purposes of her Diagnostic Shorthand Tests as follows:

General Purposes

"Through experimentation with these Diagnostic Shorthand Tests, it is hoped to construct tests which will become standards for the measurement of the work of classes and individuals in the *first four chapters* of the Gregg Shorthand Manual.

"After a norm has been established for each of the various parts of the tests, as a standard by which the records of classes and individuals may be compared, continued use of these tests will aid in the elimination of pupils who have not the capacity for using shorthand; the encouragement of pupils who have difficulty, but for whom shorthand may be made useful; the advancement of the bright students; and the general improvement of instruction."

The ten Hoke Vocabulary Tests and the three Reading and Writing Ability Tests are to be used upon completion of the Manual, and cover the one thousand most frequently used words and the five hundred most frequently used phrases.

The greater number of schools which participate under standard conditions, the more valuable will be the findings. Every shorthand teacher, therefore, is urged earnestly to join this study of the Hoke and Rollinson Tests under the supervision of *American Shorthand Teacher*. As was stated before, the cost per pupil for the test material will not exceed nineteen cents. There is no charge for the pamphlets giving directions for using the tests.

Join Us

As it is necessary that these tests be given early in the spring term, those who wish to join the group should write immediately for the tests and directions. Address the *American Shorthand Teacher*, Research Department, 16 West 47 Street, New York, N. Y.

THE LARGEST ROOM IN THE WORLD IS THE ROOM FOR IMPROVEMENT

—but it is hard to build alone, isn't it! That is why we arranged the annual Teachers' Blackboard Contest for you several years ago, to give you the incentive to brush up your room, and keep it growing better each year by comparing your work with what your fellow-workers are doing the country over—or more truly, the world over, for contest papers in larger quantities each year are coming in from other lands.

If you did not receive the October *American Shorthand Teacher*, containing the announcement of this year's BLACKBOARD CONTEST, write us at once for details. There is still time for you to take part. Specimens are not due until January 31, 1928.

EDITORIAL COMMENT

ON SUNDRY TOPICS

Putting Punch in a Letter of Application

WHO has not been struck by the astonishing lack of imagination or originality in most letters of application—or other business letters, for that matter? Most of them have been robbed of the spark of life; they are as dry as the Sahara—all written to a formula. Somebody, at some remote period in the world's history, while suffering from a paucity-of-ideas complex, wrote the gem, "We are in receipt of your letter," and all accepted it as an impeccably ingenious and enlightening opening of a business letter! Apparently no one ever stopped to analyze its meaning; inactivity, mental or physical, comes easy to most of us. No one ever thought that an answer to a letter was in itself an effective acknowledgment of its receipt. Think of the number of Remingtons and Underwoods, Royals and L. C. Smiths, that literally have been worn out in writing this indefensible inanity, to say nothing of hundreds of others of a like stripe!

Analization, however, has come into the realm of our national consciousness, though slowly and feebly. Witness the vogue for cross-word puzzles and intelligence tests. This new idea of removing the dead wood from letters is reflected in the letters of leading concerns today. Teachers, too, who as a rule have always thought a little bit ahead of the procession, in educational matters at least, are sensing the new situation and are meeting it, being convinced that the old type of letter of application no longer "sells" the writer to a business man, because it has become too stereotyped.

As an example, Mr. Philip S. Grozalsky, of New York City, has had his students write out various new forms of application and from these has found a number that are of particular appeal. Among typical ones are the following:

HELP WANTED—Boy, errands, office work, law office. Randall, Larson, Hawkins, 149 Broadway.

Gentlemen—Judging from your advertisement, I gather that you want a boy who can pay strict attention to detail, one who is fast and accurate, and one in whom you can safely place your confidence. If such is the case, kindly consider me as an applicant for the position.

HELP WANTED—Sign painter, good letterer. 437 World.

Dear Sir—My experience as a letterer at _____ for one year has proved to me that a good letterer must be fast, neat, and accurate.

HELP WANTED—Boy worker at private school, 836 World.

Dear Sir—A teacher of boys in an institution such as yours must possess, it seems, two outstanding qualities: First, an innate understanding of the boy; and, second, an ability to discipline him and still retain his love, etc.

"I believe that a letter with this type of introduction stands more of a chance of being read. I doubt whether two-thirds of the letters written in the other form are ever read," said Mr. Grozalsky.

"The employer should be able to judge the individual's capability from the very first sentence. That should make him read on. Then the usual information can be given. My form can be outlined as follows:

1. Pick out the essential element of the advertisement.
- (a) Tell what you think the position demands.
2. Assert that you have that ability.
3. Prove it by mention of experience and references.
4. Ask for interview."

These letters are ideas pointing in the right direction. The only possible fault to find with such letters as 1 and 3 is that they show a deftness in phraseology that one would not expect in applications of this kind. Nevertheless, the germ of the idea is there; they are at least unusual letters, and that in itself is a virtue, the value of which is not to be denied. Teachers themselves can learn something from this fresh point of view in writing letters of application. (Continued on page 126)

The importance of a striking beginning in a letter or other composition recalls the story of the teacher who had just been elaborating this point, and then set the class to work "composing." The first composition she read began thus: "Oh, h——!" said the Princess, who up to that moment had remained perfectly silent." But this was in the old days, before the What-Price-Glory style of literary and dramatic English had laid hold of the youthful mind!



Most-Used Shorthand Forms

HUNDREDS of teachers have written to the *Gregg Writer* requesting copies of the 1,000 most-used words arranged according to the lessons in the Gregg Shorthand Manual, and we have supplied them with a multigraphed list. Many teachers have wanted the list showing the shorthand outlines, also, which has not, until now, been available.

"Most-Used Shorthand Forms," a booklet just issued by the Gregg Publishing Company, contains the 1,000 most used words, from Dr. Horn's list, arranged in accordance with the lessons in the Gregg Shorthand Manual, with the correct shorthand outline written next to each word.

The most value can be obtained from this list by putting a copy in the hands of each pupil, having him practice all the words for each lesson as he finishes that lesson in the textbook. There are, for example, sixty-two out of the 1,000 most used words in the language which can be written with the material given in Lesson One of the textbook, and a thorough drill should be given on these sixty-two words while Lesson One is being studied, adding the seventy-eight additional words available after the completion of Lesson Two, and at the same time reviewing the first sixty-two.

By continuing the intensive study of the shorthand forms in the list as the pupil studies through the textbook he will, at the end of the theory study, possess a thorough acquaintance with the 1,000 most frequent words in the English language, the 1,000 words which will constitute approximately 90 per cent of all that he is likely to be called on to write.

Please remember, though, that the booklet containing this list with the shorthand forms can be obtained only from the Gregg Publishing Company's offices, and *not* from the Gregg Writer.

¡ATENCIÓN!

LA LENGUA ESPAÑOLA ES FÁCIL E INTERESANTE

If you are able to understand the foregoing sentence, you can acquire a surprising familiarity with the Spanish language merely by reading

"EL ESTUDIANTE DE ESPAÑOL"

This magazine is written mostly in Spanish. The difficult idioms and unusual words bear explanatory footnotes. The magazine is illustrated and deals with a wide range of subjects—travel, decorative arts, history, geography, current events, humor, short stories, and many other topics of interest.

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The Value of Commercial Clubs

By Florence E. Ulrich

Editor of the Gregg Writer Art and Credentials Department

FREQUENTLY we hear of a group of business men getting together as often as once a week for the purpose of discussing politics, business, etc. There are Chamber of Commerce luncheons, Kiwanis Club meetings, Business Men's Club banquets of various kinds constantly scheduled to take place, in which business men get together for inspiration, sociability, and the exchange of ideas that such gatherings afford.

What is the value of these meetings other than the opportunity for diversion? Well, for one thing, when men talk business together, they set up a current of ideas and suggestions that help them to become more successful and powerful. The "give and take" of experiences enlarges vision and provides the nucleus of bigger and better business. The solution of business problems by group discussion builds better understanding and confidence in human relationships—vital qualities in commerce. The oftener business men meet for discussions of this kind, the more ideas and suggestions for improving business and extending influence do they receive. It is in this way that the tremendous business force now operating is created and maintained—an indefatigable power that forges ahead, amalgamating small enterprises into big national and international institutions.

One cannot remain long in the presence of Success without *feeling* success in some measure, just as one cannot associate with the wise without acquiring some of their wisdom. Our views of life and our plans are tremendously influenced by our associations and environment. If, for instance, we get into an atmosphere of cheapness—cheap lodging, cheap food, cheap clothes, we cannot help but acquire a limited outlook and our life is warped by it. Narrow vision paralyzes courage and enterprise, and there is nothing so deadly to progress as isolation. It acts as a barrier preventing the flow of sympathy and understanding between individuals engaged in like pursuits, and sympathy and understanding are important factors in commercial progress, as in any walk of life—they are the binding elements that have encircled business and placed it on the high level of integrity and honor on which we find it today, and they are the qualities that will keep it there.

Teachers of business might learn a little lesson from the ingenuity and experiences of these business men. If business men need the

inspiration of group discussions, how much more do we teachers need them! If getting together has been such an important factor in building business, and is such a necessity today for binding it, ought we not to adopt it as a medium of contact to strengthen our teaching experiences and enlarge our vision? Is it not reasonable to assume that teachers and educators ought to make contacts with the business men for whom they are training stenographers, bookkeepers, typists, and efficient office help? The increased respect for a teacher that such activity commands in a community, and the confidence that students have for teachers whose knowledge is not confined to the textbook merely, are well worth the time and effort required for getting into such organizations.

Teachers may not be creators of business, but they are, in a sense, builders of the men and women that ultimately will be creators! It is necessary, therefore, to aim high and build loftily in order that the ideals imbued in our students may not be inferior to the ideals and the standards of the business world into which they go.

The commercial club is not a capricious whim. Hundreds of these clubs have been organized throughout the country, and a number of them have also been established in other countries. We recently read the report of a Shorthand Congress held in Germany, which gives us some idea of the progress that has been made in the shorthand field over there.

The activities of such a club may be varied to suit the time and convenience of the teacher, and the requirements of a school or community. The practical and social advantages are unlimited. The students' participation in promoting, organizing, and developing a club unfolds in them a business sense, ingenuity, and personality with its attendant qualities. Commercial clubs in this country have been very active, and it has already been suggested to bring these clubs together into a big national Order, a splendid ambition which, we believe, is possible of accomplishment.

If you are interested in organizing a club in your school, but have been diffident about approaching others with your idea, read the suggestions given in the new book, "Commercial Clubs," by Mr. A. Alan Bowle. This book provides many interesting programs for entertainment, including seven delightful short

(Continued on page 131)

One Hundred True-False Statements

Compiled by N. C.

Salina High School

	TRUE	FALSE
1. There are 26 letter keys on the keyboard.....
2. Number each sheet in legal documents and business papers with the exception of the first.....
3. The paper fingers hold the paper firm against the cylinder roll.....
4. The carriage is that part of the typewriter which carries the paper..
5. The space bar is struck with the right thumb.....
6. The upper arm should be slightly in front of the body when typing..
7. The type bars are on the keyboard.....
8. The paper table holds the paper that is being fed into the machine...
9. The keys are in the basket.....
10. There are two ribbon spools; the ribbon winds only one way.....
11. Use two spaces after the comma.....
12. The bell indicates that a line is almost completed.....
13. Striking one letter over another is not an error.....
14. Paper will not feed into the machine if the paper release lever is down
15. The line space adjusting lever adjusts the typewriter for writing on ruled paper, filling in blanks, etc.....
16. The length of lines can be changed by operating the line space lever.
17. It is possible to write at the right of marginal stops set at 10 and 60 without changing the position of the stops by operating the tabulator stop
18. Use the line space lever to change from single to double or triple spacing
19. The carriage release levers are back of the paper table.....
20. The ribbon lever should be set to write on "black" or "lower".....
21. The paper release lever is used to straighten the paper.....
22. In placing paper in the machine the cylinder knob is twirled upward..
23. The standard Royal, Underwood, L. C. Smith, and Remington typewriters have five banks of keys.....
24. Use block form with either single spacing or double spacing.....
25. There are three shift keys.....
26. The number of carbons possible depend upon the weight of the carbon, weight of the paper, and the cylinder roll.....
27. The line space lever is used in shifting the carriage from left to right and for spacing between lines.....
28. Only one margin can be regulated on the typewriter.....
29. There are 46 letter, figure, and character keys on the standard keyboard
30. The fourth finger is the most difficult to control.....
31. "A" is the most frequent letter of the alphabet.....
32. Platen or cylinder refer to the same part of the typewriter.....
33. The type faces are on the keyboard.....
34. There is only one carriage release lever.....
35. Use the marginal stops to set the carriage at any point on the front scale
36. The cylinder holds the paper in place and helps to feed it in the machine
37. Christopher Latham Scholes was the inventor of the modern type writer
38. Every time a key or the space bar is struck the ribbon moves.....
39. The line space adjusting lever regulates the spacing between lines...
40. The stencil lever disengages the ribbon.....
41. The ribbon vibrator throws the ribbon in position for contact with the type face when a key is struck.....
42. Covering the machine helps to keep it in good working condition....
43. Two spaces always follow the period and the colon.....

Exercises for the Typewriting Class

Catherine Long

Salina, Kansas

	TRUE	FALSE
44. Double spacing is the most satisfactory for all business letters, regardless of the length of the letter.....
45. All standard machines have the same number of tabulator keys.....
46. The space bar is used to space between lines.....
47. A "hold" stroke is used on the shift keys.....
48. Use the same stroke on the tabulator keys that you do for the keyboard keys.....
49. The ribbon shift lever reverses the ribbon from one spool to the other.....
50. "Skipped" spacing is not an error.....
51. In capitalizing letters shift with the opposite hand of the letter struck.....
52. The standard indentation for first lines of paragraph is six spaces.....
53. The marginal stops are used to regulate the length of lines.....
54. Use same grade of paper for carbon copies as used for the original.....
55. The tabular key is used to backspace.....
56. The paper fingers are immovable.....
57. In typewriting the left margin may be somewhat uneven but the right even.....
58. There is a paper release lever to assist in removing the paper.....
59. Never under any conditions write on both sides of the paper in legal documents or business papers and letters.....
60. If the touch is so uneven that a letter is scarcely visible it is an error.....
61. There has been considerable change in the arrangement of letters on the keyboard since the invention of the typewriter.....
62. Capital I is used for the Arabic figure one.....
63. The present International Champion Typist is a young woman.....
64. The Remington gun manufacturing company took over the manufacture and marketing of the modern typewriter.....
65. The fingers follow the keys when striking them.....
66. The key stroke is firm, long, slow, and hard.....
67. The carriage is drawn or pulled back.....
68. The line spacer performs two operations at once.....
69. In cleaning the typebars or type face brush lengthwise.....
70. When the cypher or zero is not on the keyboard use small o.....
71. In placing paper in the machine use the hands simultaneously, one on the paper, the other on the cylinder knob.....
72. Always sit with the feet together flat on the floor while typing.....
73. In alphabetizing arrange names according to initials or Christian names in their consecutive order rather than by surname.....
74. The hands slope with the keyboard.....
75. The keyboard slopes from right to left downward.....
76. Accuracy is more important than speed.....
77. Rhythm gives accuracy, accuracy gives speed.....
78. A word at the end of a line must be completed or divided by syllables if a long word.....
79. Details in appearance of a letter are unimportant.....
80. Punctuation marks are part of the preceding words—therefore an error in spacing a punctuation mark does not make an additional error in the word.....
81. The paper side guide is stationary—it guides the paper fed in machine.....
82. The invention of the modern typewriter dates back to 1773.....
83. Errors in typing are usually due to faulty mechanism of the machine.....
84. Marginal stops are part of the tabular mechanism.....
85. The stencil is used in preparing a special copy to make duplications.....
86. Use the right-hand platen knob in inserting the paper.....
87. The variable line spacer throws the line space lever out of gear and is used for writing between lines or on ruled paper.....

	TRUE	FALSE
88. The apostrophe and the quotation are used for feet and inches in specifications, etc.
89. The shift-lock key is used for writing a line of capital letters, title, etc.
90. The use of the back spacer is to back space, strike over thus correcting an error.....
91. The marginal release key permits writing outside the marginal lines without changing or readjusting the marginal stops.....
92. The paper release lever is in different places on the standard machines
93. The line space release lever is on the same side of all standard machines
94. Today the modern typewriter is of greatest service to the commercial world
95. The invention of the typewriter was originally for the benefit of the blind
96. Marginal releases are in same position on all standard machines.....
97. Paper fingers or holders may be drawn either to the right or to the left
98. The front scale is for measuring the length of typewritten line, for setting marginal stops, for setting carriage at any given point.....
99. I am exercising my best efforts at all times to write without looking at the keyboard or the machine, or work in the machine.....
100. Always center the carriage before operating the marginal stops.....



High Spots of the Central District Convention of Pennsylvania State Education Association

*T*HERE was an impromptu meeting of commercial teachers in connection with the convention of the Central District of the Pennsylvania State Education Association held in the Lock Haven Normal School on October 7, 1927, under the leadership of Mr. H. E. McMahon, head of the commercial department in Altoona. Everyone took part and some of the opinions voiced were:

1. That the business man is more concerned in elementary bookkeeping with accuracy in arithmetic and in neatness of work than he is in accounting practices.

2. That when shorthand is offered for more than two years, the extra time should be given to the practical use of the art either in school or in part-time employment outside the school.

3. That Business English is more advantageously taught in the commercial department by a teacher especially prepared for the subject.

4. There was no agreement among those present as to the most effective approach in the teaching of bookkeeping. The majority favored a modified balance-sheet approach.

5. Most of the teachers present deplored the lack of standard tests in commercial work.

6. In discussing the proper place for shorthand in the curriculum the chairman endorsed shorthand as a try-out course in the Junior High School, preferably in the ninth year. In

response to inquiries, Mr. G. P. Eckels, of the Gregg Publishing Company, mentioned a number of places where shorthand is offered as an exploratory course in the ninth year of the Junior High School, and told those present of the content of the course and of the results obtained.

7. One of the interesting subjects discussed was: Why better results are not obtained in commercial arithmetic. One of the reasons advanced which met with approval was that it is too often taught by the mathematics teacher, whose preparation, experience and lack of appreciation of practical values made it impossible for her to give to this phase of mathematics the practical business application.

8. Pennsylvania has a very commendable series of contests in shorthand, typewriting, and other subjects. Each county conducts uniform elimination contests under the guidance of a general chairman. The county champions then meet in one place for the state contest. In discussing these contests they were strongly favored by the majority of teachers present, but some voiced the opinion that the rules and standards might be revised to advantage.

Following the election of Miss Verlie High, of Clearfield, as president, and Miss Cora Seuter, of Lock Haven, as secretary, all left, feeling the meeting distinctly worth while.

The Value of Commercial Clubs

(Continued from page 127)

plays, suggestions for getting together and starting a club, and plans of organization and development. The value of commercial clubs to teachers, students, stenographers, and the community are well appreciated by those who have had actual experience with them. After

you have read of their achievements, we hope that you will feel the urge to start a club in your school, and that the end of the school year will find you more pleased than ever with the results of your year's efforts, and eagerly "rooting" for commercial clubs also.

Chats Among Ourselves

HOW did I get 'em?

1. I requested all O. G. A. members—57 in number—to meet and organize a Gregg Writer Club.

2. I arranged a Yell made up of the Gregg Shorthand vowels and consonants—penmanship drills. This was adopted by the club.

Ih E Ah O

Yea Ye Yam Yo

Ana Kanick Kanick Kanick

Arapa Rip Arapa Rip

Alma Mater Alama Ha

Phillips Commercial School

Hi Hoorah!

Joe Kam, a Chinese-Hawaiian student, was elected yell leader.

3. I asked that these students take the following words in shorthand, and place one exclamation point after the first word, two after the second, etc., as follows: Pep! Snap!! Interest!!! Ambition!!!! Enthusiasm!!!!!! And these words were the ingredients for my recipe.

4. A Pep Rally was planned for the whole student body—250 in number—which was given at convocation period, Friday, January 28. Students of Chinese, Japanese, German, Portuguese, and Jewish ancestry—but all American citizens—gave pointers on how to win the Trophy, choosing their topics from the *Gregg Writer*, as follows:

Stenography Important—John Hron

A Worthwhile Profession—Jack Harano

Start Right—Mamoru Tokuzo

What Will You Do This Year?—Ethel Izumi

How Big? (shorthand notes)—Florence Sylvester

Concentration—Edith Luke

Doing the Little Things Thoroughly—Gladys Schultz

The 100 Per Cent Shorthand-Typist—Alice Chu

The Three Steps—Betty Miyashiro

What's the Matter with Your Notes?—Norma Kami-hara

Work—Violet Sato

In my address to the whole student body I revealed the secret of the mass meeting of the O. G. A. members and explained how students could become eligible and get on the Honor Roll. Ninety-one of our students received O. G. A. certificates in 1926, 57 of this number are with us now, three receiving

Honorable Mention, one a silver ring in the 100 per cent club; and a great number of students who are finishing the Manual this month are "working their heads off" to procure O. G. A. certificates preparatory to entering the Annual Contest.

You never saw a more excited group of students. After explaining the preliminaries, I said I had a very important question to ask them. (*Quiet*) "Are we going to bring home the Silver Cup?" And there was a roar of "YES." Then I said I had another question to ask them. "Are we going to bring home the bacon?" (*Laughter*) Another roar "YES."

It was a most interesting and enthusiastic group of students.

—Mrs. Francis Peterson, Phillips Commercial School, Honolulu, Hawaii

I ORGANIZED O. G. A. Local Order No. 20 in Keokuk, Iowa in 1915, and I should like to organize a shorthand club here this year.

—Mrs. Bertha Gregory, Clark, South Dakota

What a splendid thing that would be for the stenographers, students, teachers and shorthand writers of Clark!

YOU may be interested in knowing that we have a thriving O. G. A. Club. The club colors are yellow and green to match the Club Flower, which is—would you ever guess it?—the dandelion! The reason for our choosing this flower is due to our gardening experience with it: once it gets a good start, it is almost impossible to uproot. It will twine its roots lovingly about a big rock and bid defiance to everyone to destroy it. The members have yellow crepe paper caps with a green headband, finished with a mammoth conventionalized dandelion, in the center of which is the Gregg triangle in green. A picnic was held in the big yard recently in celebration of our winning a place in the Contest, and the tables were arranged in the form of a Gregg triangle.

In this connection we wish to thank the *Gregg Writer* for the help it has been to us. We had no idea, until we tried it, of the en-

thusiasm it stirs up among the students. We have also found much valuable supplementary material in the way of interesting stories, penmanship drills, brief summaries of principles, etc.

Many thanks for your good letter announcing to us that we had won a Gold Seal Honorable Mention Certificate. We received the certificate also. We are very proud of it, and are going to have it framed and hung in a conspicuous place as *prima facie* evidence of our success. We worked hard for it and feel that we have earned it. This successful beginning has inspired our class to work for something bigger next year.

—*Sister Mary of St. Constance, Convent of the Good Shepherd, Seattle, Washington*

FOR the first time in the history of the High School of Weston, West Virginia, there has been organized a Shorthand Club under the direction of Miss Hallie Stealey, shorthand teacher. The club was named for Miss Stealey, being the Stealey Shorthand Club. The officers elected: *President*, George Grant; *Vice-President*, William Heckert; *Secretary*, Willa Snyder; *Treasurer*, Lucile Stewart.

On drawing up the constitution and by-laws, it was decided to change the name of the club to the Stealey Commercial Club and permit all students carrying two or more commercial subjects to become members. The same officers were maintained for the new club and Miss Hallie Stealey and Mr. Hayden Evans, the commercial teachers, are the sponsors.

We have had many interesting and instructive programs so far this year and have put on a play entitled "What Price Success." The play, written by Mr. Evans, was a great "hit." We intend to do many other similar things in the coming years. We shall be glad to share our experiences with other commercial clubs, and shall be glad also to receive suggestions through the *Gregg Writer*, or directly to us, from other commercial clubs.

—*George Grant, President, Weston High School, Weston, West Virginia*

"WHAT is the matter with Kentucky" as regards commercial clubs? Nothing, so far as we are concerned.

The J. M. Atherton High School for Girls has had a real commercial club for the first time this year, and we feel that it is unique in its organization. The club is known as the Junior Business and Professional Women's Club, organized under the supervision and sponsorship of the Louisville Business and Professional Women's Club. Mrs. M. D. Fowler, head of the commercial department, felt that the ideals and professional standards as were

brought out in the senior organization, of which she is a member, would directly benefit the potential business women in our school, so the school club was organized last September. The membership was limited to the junior and senior classes of the department. Regular meetings were held with definitely planned programs, following the ideals of the senior organization.

The president and chairman of the program committee spoke before the senior organization in November, telling of their efforts and their hopes for the future. They were most gratifyingly received. As a result that organization met at the Atherton High School in January. On that occasion, which was a banquet in the school lunchroom, the junior group had an opportunity to show their hospitality. They also had an opportunity to observe the real workings of the Business and Professional Women's Club.

The latest project undertaken by the school club is to bring the film, "Twenty Centuries of Shorthand," here to be shown before the student body, in an effort to establish in the minds of those who will not enter the business field an idea of the importance of shorthand in world affairs from early times.

Recently a similar organization has been formed in the other girls' high school in this city, thus making Kentucky represented in the ranks of commercial clubs, to say the least.

—*Miss Maco B. Whittall, J. M. Atherton High School, Louisville, Kentucky*

FROM time to time we have sent you notations about our club work and progress of these meetings. Our last meeting for this school year was held on the evening of May 2. We followed the suggestions given in Mr. Bowle's "Commercial Clubs" for a seven o'clock dinner and it brought our closing session great success.

The dinner was served first, of course, on tables decorated in orange, yellow, and white crepe paper, colors alternating lengthwise of the tables. Baskets of flowers and orange candles burning made it a delightful affair. Our menu was as follows:

Southern Ham Loaf With Raisin Sauce	
Mashed Potatoes	Creamed Peas
	Fruit Salad
Vanilla Cream	Cake
	Coffee

After this well-prepared dinner—which was cooked and served entirely by ten of my graduates (I had nothing whatever to do with this program) a short program followed. The most outstanding feature of the session was a talk by a court reporter here in Kenton—Miss Mary Scott. Her talk was very practical and right to the point. The installation

(Continued on page 143)

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THE GREGG WRITER

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D I C T A T I O N M A T E R I A L

to Shorthand Plates in *The GREGG WRITER*

Light Flexible Joints

From "Popular Research Narratives"

Compiled by Alfred D. Flinn, of Engineering Foundation

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of Baltimore)

Nature made Staten Island a part of New Jersey, but Man attached it to New York City. Consequently when demands²⁰ for water from the public supply exceeded resources on the island, Catskill Mountain water brought 120 miles had⁴⁰ to be gotten from the nearest part of the "Greater City"; but the Narrows, two miles wide, the deep entrance⁶⁰ to the harbor, lies between with fast-flowing tides and heavy commerce. Many kinds of pipe and methods for laying⁸⁰ them were considered. A heavy 36-inch cast-iron pipe with ball-and-socket joints was selected. Conditions "too¹⁰⁰ numerous to mention" precluded effective employment of divers.

The problem narrowed itself to making a pipe which, beginning at Brooklyn,¹²⁰ could be put together link by link like a chain and "paid out" from a barge into the water to¹⁴⁰ sink to the bottom of the dredged trench as the barge was moved a few feet at a time across¹⁶⁰ the Narrows. The joints must be strong but quickly made. They must be water-tight when made and so remain¹⁸⁰ in spite of the bending and pulling to which they would be subjected as the pipe line was "paid out"²⁰⁰ and settled to its bearing in the trench.

The inside of each socket was turned and polished accurately to a²²⁰ spherical surface. A narrow band on the opposite end or spigot of each pipe was turned to a spherical surface²⁴⁰ to fit the inside of the socket. So far only careful foundry and machine work was required. How should the²⁶⁰ joint space between the spigot and socket be filled?

Molten lead is the common material for water pipe joints; but²⁸⁰ lead shrinks appreciably as it cools. Ordinarily, this is remedied by calking, i.e., making the lead flow slightly after³⁰⁰ it is cold by blows from a hammer on a steel calking tool, thus filling the space tightly. Calking even³²⁰ with powerful pneumatic hammers failed to cause the lead to flow far enough back in the flexible joint to keep³⁴⁰ it tight after bending but a little. "Lead wool" calked in a strand at a time was tried; very tight³⁶⁰ joints could be made but they would not bend readily enough and besides consumed too much time. Several alloys of³⁸⁰

lead which like type metal would swell slightly on cooling were tried but none proved suitable. Other schemes were tried.⁴⁰⁰

One day while experiments on full-sized pipes were in progress in a shop near Philadelphia, the engineer in New⁴²⁰ York had a long-distance call: Would he permit 16½ inch holes to be drilled through the socket⁴⁴⁰ pipe in a ring around it? A foreman had suggested that such holes be drilled and threaded so that slugs⁴⁶⁰ of cold lead could be forced in with strong steel screws until the shrinkage space was filled. His father, as⁴⁸⁰ superintendent in a refrigerating plant, made leaky joints in ammonia pipes tight by drilling small holes in the couplings and⁵⁰⁰ forcing bird shot in by means of "set screws." Permission was given at once. A trial showed that the method⁵²⁰ had merit. By long and careful experimentation, details were perfected.

Two rows of 16 holes ¾ of an⁵⁴⁰ inch in diameter were drilled around the socket of each pipe. After approximately 250 pounds of lead had⁵⁶⁰ been cast into each joint on the barge 144 lead slugs 1¾ inches long and⁵⁸⁰ 9/16 of an inch in diameter (total weight 26 pounds) were forced into the shrinkage space by means⁶⁰⁰ of steel screws operated by a special tool and with them flake graphite and grease as a lubricant. At first⁶²⁰ each joint was tested as made with water under 100 pounds pressure, but these joints were so uniformly tight⁶⁴⁰ that tests were discontinued. After the pipe line had been completed, which required two seasons with a winter's interruption, a⁶⁶⁰ 40-day test under 110 pounds pressure showed a leakage of only three quarts per minute from more⁶⁸⁰ than 800 joints. This is only saying in more words that the pipe line was absolutely tight. Submarine pipes⁷⁰⁰ have commonly been very leaky. (705)

Lesson Seventeen

Words

Amusingly, chidingly, changeability, assignability, tractability, applicability, versification, nitrification, censorship, assessorship, attorneyship, babyhood, wayward, widowhood, oracle, surgical, tricycle, vehicle, nephritis, articulative,²⁰ capitulate, tribulation, amazingly, Millingham, capability, amicability, intensification, vivification, program, megrim, Milgrim, outward, fatherhood, backwardness, tropical, typical,

myocarditis, jesticulation, fundamentally, searchingly,⁴⁰ cadetship, unification, feasibility, hysterical, seemingly, senatorship, refutability, seismogram, manacle, touchingly, speculations, mobility. (52)

Sentences

Mr. Wellington endured many hardships during his pilgrimages across the continent. The wayward youth would not admit that he had²⁰ tampered with the insulation. The ownership of this steamship is still in doubt. This proposition is fundamentally sound but there⁴⁰ is much speculation as to its ultimate adoption. You must not park your vehicle along the curb before seven o'clock.⁶⁰ He accomplished the task in an amazingly short time. All surgical instruments should be thoroughly cleansed both before and after⁸⁰ using them. It is exceedingly difficult at this time to obtain the exact specifications for the new temple. I doubt¹⁰⁰ the feasibility of this plan. (105)

Lesson Eighteen

Words

Barbarity, civility, fertility, triunity, triformity, vanity, cavity, scarcity, characteristically, axiomatic, paralytic, Adriatic, Asiatic, ungrammatical, transatlantic, calligrapher, telegrapher, biologist, austerity, vulgarity,²⁰ virility, drastic, verbosity, causticity, asininity, solemnity, acoustic, acoustics, autocratic, aeronautic, static, bibliographer, analytically, meteorologist, chronograph, capilarity, animosity, fantastic, similarity, constitutionality,⁴⁰ receptivity, reciprocity, polygraph, neurologist, plurality, cardiograph. (46)

Sentences

The biologist will use the mimeograph to reproduce all his drawings. The statistics were chronologically arranged, but the statistician displayed²⁰ a lack of sincerity in his statements. What is the capacity of your automatic pumping apparatus? He pursued his journalistic⁴⁰ studies with such tenacity and fidelity that the popularity of his writings could not be questioned. There is great agitation⁶⁰ over the geological survey now being made in this vicinity. We wish to compliment you on the energetic and systematic⁸⁰ manner in which the gigantic telegraphers' convention was handled. In all sincerity the hospitality shown our fraternity while in your¹⁰⁰ city will not soon be forgotten. (106)

Lesson Nineteen

Words

For my own part, none of these, absolutely necessary, so far as I know, general passenger agent, market value, fair²⁰ market value, fair

cash value, fair and reasonable market value, it must be done, service department, assistant general superintendent, on⁴⁰ account of these, let me hear from you, fire insurance company, I wish to take, week or ten days ago,⁶⁰ I expect, Third Avenue, it is a great pleasure, at all events, to a limited extent, bill of lading, as⁸⁰ a matter of law, in the first place, I went, above mentioned, I have no information, annual dividend, annual payment,¹⁰⁰ annual premium, as a rule, as a result, kindly give him, I cannot be sure, just now, any length of¹²⁰ time, as many as you can, on account of the manner, free of charge, just as long as, I would¹⁴⁰ like to see, state of affairs, from the present time on, this order. (153)

Sentences

We are sending you our latest catalog by this mail. In expressing the views of our organization in regard to²⁰ this political party, we wish to say that we do not believe it wise to ally ourselves with it at⁴⁰ this time. I have no information about this firm. I should like to see you from time to time in⁶⁰ regard to the progress of this case. We expect a ruling from the general superintendent within a week or ten⁸⁰ days. What is the annual premium on this bond? It is absolutely necessary that we should have all the details¹⁰⁰ of the explosion at once in view of the fact that we contemplate bringing suit early next week. We feel¹²⁰ we should receive your answer by return mail. The price list shows that the price asked for this merchandise was¹⁴⁰ not more than the fair and reasonable market value. We are enclosing a bill of lading with sight draft attached. (160)

Lesson Twenty

Words

Massive, oppressive, astringency, coziness, favorably, carelessness, territorial, striker, tenderly, unlikely, payees, immovable, arraignment, vaudeville, preeminent, Vicksburg, State of Indiana; Nashville,²⁰ Tennessee; State of Michigan, earthquake, impressive, handcuff, immerge, quarterly, Fairville, Boxford, likeable, unfavorable, citizenship, architectural, countless, component, opponent, civilize, democracy,⁴⁰ exponent, proponent, mischief, Winfield, Norristown, Leadville, Brattleboro, raspberry, ordainment, Lewiston, Lewistown, State of Florida; St. Paul, Minnesota. (57)

Sentences

The carelessness of our opponent was the cause of his defeat. These strikers are from Leadville, Colorado. The emigrant met²⁰ the immigrant at the dock. The election writs were correct, but the returns were very unfavorable to our candidate. Because⁴⁰ of its favorable location and extensive facilities to accommodate the thousands coming daily from north, east, south, and west, Chicago,⁶⁰ Illinois, has

been selected as the city in which to hold the convention. Mr. Patterson of Jersey City has charge⁸⁰ of the immigration bureau, and Mr. Johnston of Charlestown has the educational division. We have just received several crates of¹⁰⁰ strawberries from Florida. (103)

The Seed of Success

Show me the man who can save a part of what he makes and I will show you a man²⁰ who in ten years will be a real success.

If you want to know whether you are destined to be⁴⁰ a success or not, you can easily find out. The test is simple and is infallible. Are you able to⁶⁰ save money? If not, drop out. You will lose. You may think not, but you will lose as sure as⁸⁰ fate, for the seed of success is not in you.—J. J. Hill. (93)

Supplementary Lesson Drills—II

Lesson Five

Sprocket, stage, spree, sluggish, solve, stain, scrape, thong, thence, twist, salivation, swoon, teeth, vesper, relapse, pang, physician, nozzle, moss, inlay,²⁰ impede, width, hazy, conclave, tipsy.

He was sleeping when we came in. Thomas caught a fox in the swamp. Do you think we will get⁴⁰ much business from that section? We are enclosing a long list of the things which we have on sale. Can you get us a sheet of brass? You must save early if you would be rich. (56)

Lesson Six

Crime, arouse, putrid, conciliate, conciliation, spoil, duet, hillside, foil, icy, nauseate, pilot, Rabbi, wide, silo, bridle, crouch, Syrian, opiate, shine,²⁰ spout, dime, tyro. (23)

Ophelia will not play euchre. What is the price of ice this year? May we show you a case from²⁰ Lythia Springs? Leo can shoot Owen's new rifle. Will Syrus bridle the horse for Leah? The by-laws will not⁴⁰ allow us to take up this business. (47)

Lesson Seven

Alimony, itemize, anecdote, beaten, bind, retention, engender, hunt, dominate, grantee, liquidate, minnow, unbend, utensil, thesis, defecation, sustenance, manlike, indigo, princess. (20)

Didn't our agent try to draw your attention to the appended clause? You must pay the taxes by tomorrow or²⁰ we will commence suit against you at once. Our business has ex-

panded greatly this season. You should be attentive to⁴⁰ your duties. An operative from the detective bureau will be put on these cases. (54)

Lesson Eight

Shatter, assertion, fertile, larder, ladders, herd, torment, Bartell, filbert, cord, cardinal, surmise, varnish, virgin, wardrobe, worry, orange, orchestra, thirdly, journeyman,²⁰ startling, servant, organ, finer. (24)

Messrs. Hart and Martin sell merchandise in that particular territory. This organization was the first concern to order the new²⁰ style churns. Charles bought two hammers at the hardware store. This is virgin soil and very fertile. The journeyman fell⁴⁰ from the ladder and hurt his arm. (47)

So long as we love, we serve. So long as we are loved by others I would almost say we²⁰ are indispensable; and no man is useless while he has a friend.—Robert Louis Stevenson. (35)

Business Letters

Out of Stock

(From Gardner's "Constructive Dictation," pages 38, 41, and 42, letters 6, 14, and 15)

Popular Dry Goods Co.,
Mesa Avenue & San Antonio,
El Paso, Texas

Gentlemen:

We have your order²⁰ No. 1151361. We have discontinued D-7446 Gloves, and D-5126⁴⁰ Overalls are out of stock and arrival of goods indefinite. A-8525 trousers and A-8454⁶⁰ trousers are out of stock at the present time, but we are holding the order for these two⁸⁰ items and shall endeavor to release them for shipment just as soon as possible.

We assure you the order is¹⁰⁰ receiving our best attention.

Yours very truly, (107)

Mr. Peter Sherman,
Quincy, Illinois

Dear Sir:

We have returned to you by parcel post a sample mortise lock sent²⁰ us a few days ago in connection with Mr. Terry's order for one half dozen "like sample."

The R &⁴⁰ E Company informs us that this lock is one that has been discontinued and the nearest they can now supply⁶⁰ is their No. 384 which will require new escutcheons and strike plates; the face plate or front edge⁸⁰ of this lock is also larger than your sample.

If you think this substitute lock will answer your purpose, kindly¹⁰⁰ re-order, telling us what kind and finish of escutcheons you want with them.

Yours very truly, (116)

Magil-Nevin Plumbing & Heating Co.,
14 North Main Street,
Butte, Montana

Gentlemen:

From your order No. 3478²⁰ through Mr. Jackson we are obliged to omit two dozen packages 1-P steel wool on account of the⁴⁰ specification which limits us to a price of 80 cents.

We cannot, we are sorry to say, buy No. 1-P⁸⁰ steel wool in contract quantities at the price you specify. If you can get it at this price it⁸⁰ is evidently because some one has it on hand at old prices, or what is more likely, it is not¹⁰⁰ equal to our No. 1-P.

If you will send us a sample of what you are now using, addressing¹²⁰ the package for the attention of the writer, we shall be very glad indeed to get what you want at¹⁴⁰ the price you wish to pay.

Yours very truly, (149)

Efficiency

From the "San Francisco Examiner"

There is very little efficiency in this country.

We have many efficiency experts. We make automobiles cheaply and our big²⁰ industrial corporations are economically managed. We are the most efficient country in the world in the field of making money.⁴⁰ We do mighty well in surgery and bridge-building and several other fields.

But when you consider that efficiency means⁶⁰ the power to accomplish perfectly that which you undertake, and when you realize the number of things in this life⁸⁰ which are worth while undertaking and which we ought to undertake, it may dawn on you that we have not¹⁰⁰ begun to understand what efficiency really is. Efficiency means competence. We are not very competent.

One great trouble is that¹²⁰ the present generation has been brought up with the idea that efficiency, somehow or other, is tied up with the¹⁴⁰ process of making money.

The bricklayer does not measure his success by the skill and accuracy with which he lays¹⁶⁰ bricks. He measures his success by the amount of money he makes. Most laboring people are inefficient for this same¹⁸⁰ reason. They do not concentrate upon the quality of their work. They are not eager to perfect themselves in their²⁰⁰ own craftsmanship. They are merely interested in making money.

This same tendency may be observed in all our schools and²²⁰ colleges. We do not study subjects for the love of the subject and in order to master it. We study²⁴⁰ in order to become efficient in the game of making money.

It is the same with lawyers and physicians. Talk²⁶⁰ to a lawyer and lay before him the glowing panorama of codifying the laws of the world to the end²⁸⁰ that justice may be properly administered. He will ask you, "What is there in it?"

Point out to a physician³⁰⁰ the glorious opportunity he has for devoting himself to the cause of suffering mankind. He will ask you, "How am³²⁰ I going to live?"

There is logic on their side. You cannot expect many human beings to sacrifice their lives³⁴⁰ for an unselfish end. Human nature is not built that way. Human nature is weak, ignorant and selfish.

There are³⁶⁰ a few in many lines of human endeavor who strive to become efficient for the mere love of the work³⁸⁰ they are doing. They want to do their best. Their passion is to make their work perfect and not to⁴⁰⁰ make money. Some succeed in the former; nearly all fail in the latter.

But such people are efficient. And there⁴²⁰ aren't very many of them. (425)

There is no darkness but ignorance.—
Shakespeare. (7)

There are two ways of attaining an important end—force and perseverance. Force falls to the lot only of the²⁰ privileged few, but austere and sustained perseverance can be practiced by the most insignificant. Its silent power grows irresistible with⁴⁰ time.—*Madame Swetchine.* (43)

The man who wins is not the most brilliant, but the man who has the right principles, who is properly²⁰ directed and who makes the most of his own abilities.—*William A. Pope.* (33)

Key to October O. G. A. Test.

It appears that in a forest like this the great majority of the flowers, shrubs, and grasses are confined to²⁰ the banks of the rivers and lakes, and to the meadows, more open swamps, burnt lands, and mountain-tops; comparatively⁴⁰ very few indeed penetrate the woods. There is no such dispersion even of wild-flowers as is commonly supposed, or⁶⁰ as exists in a cleared and settled country. Most of our wild-flowers, so-called, may be considered as naturalized⁸⁰ in the localities where they grow. Rivers and lakes are the great protectors of such plants against the aggressions of¹⁰⁰ a forest, by their annual rise and fall keeping open a narrow strip where these more delicate plants have light¹²⁰ and space in which to grow. They are the proteges of the rivers. These narrow, and straggling bands and isolated¹⁴⁰ groups are, in a sense, the pioneers of civilization. (149)

—From "The Maine Woods,"
by Henry David Thoreau

One of our regular contributors turns in the following: "Life has its ups and downs—the optimist looks at the²⁰ ups, and the pessimist at the downs."—*Forbes Magazine*. (29)

The Acid Test

From "Page Mr. Tutt," by Arthur Train

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(Concluded from the November issue)

John McGunnigle looked bewilderedly from Mr. Tutt to the judge, and then back again to⁶⁸⁴⁰ the old lawyer who had so miraculously become his champion.

"I don't know what to say," he stammered.

"You can't⁶⁸⁸⁰ both of you be guilty!" opined his honor,—“unless you and he were in cahoots—in which case I don't⁶⁸⁸⁰ see why Schlemmer should be trying to send you to jail. It's beyond me! What do you make of it,⁶⁴⁰⁰ Mr. Tutt?”

Mr. Tutt caressed his long lantern-jaw.

"I know nothing more about the case than you do, judge,"⁶⁴²⁰ he said. "But if your honor will bear with me——"

"We hope to bear with you for a long time⁶⁴⁴⁰ yet," the judge assured him.

"I have a theory——"

"Well, let's hear it!" Barker settled himself comfortably and arched his⁶⁴⁶⁰ fingers. "Take all the time you want! Go ahead! What is your theory?"

Mr. Tutt glanced at McGunnigle, who was⁶⁴⁸⁰ sagging against the rail.

"Might I suggest that the defendant—if he is still a defendant—be allowed to sit⁶⁵⁰⁰ down?" he inquired.

"Certainly. Give Mr. McGunnigle a seat inside the rail."

Thus it was that John McGunnigle found himself⁶⁵²⁰ sitting beside Mr. Tutt while the latter reconstructed—*ex pede Herculem*—the great case of *The People vs. Schlemmer*.

"If⁶⁵⁴⁰ your honor please!" began the old lawyer, "I have never exchanged one word with this defendant. He is an utter⁶⁵⁶⁰ stranger to me, except for what I have ascertained from his friends and neighbors, all of whom say that they⁶⁵⁸⁰ have never seen aught but good in him. We start, therefore, with the premise that except for his plea of⁶⁶⁰⁰ guilty in this case John McGunnigle is, at seventy-two, a man of good reputation, who has worked faithfully for⁶⁶²⁰ his present employers for fifteen years. Doctor Bell, his family physician, a man of standing, tells me that last autumn⁶⁶⁴⁰ Mr. McGunnigle's daughter, Mrs. Strawbridge, developed tuberculosis of such a virulent character that a dry, warm climate was imperative for⁶⁶⁶⁰ her. She needed the best medical attention, comfortable and quiet surroundings, and the constant care of trained nurses. Ac-

cordingly McGunnigle⁶⁶⁸⁰ started out to borrow the necessary funds. But he was attempting the impossible. Nobody would lend him five thousand or⁶⁷⁰⁰ three thousand or one thousand dollars without security. Meantime his daughter was growing steadily worse, and the old man was⁶⁷²⁰ nearly out of his mind with anxiety."

He paused and glanced down at the shrivelled form beside him.

"At this⁶⁷⁴⁰ point let us see what happens! A forgery is suddenly discovered among the firm's vouchers. Mr. Wiltshire, whose name appears⁶⁷⁶⁰ as indorser, says that the signature is not his. Mr. Schlemmer, who takes charge of the matter, does not challenge⁶⁷⁸⁰ Mr. Wiltshire's accuracy, although it was possible in this case, as in any other, that he might be mistaken. People⁶⁸⁰⁰ often sign papers and indorse checks and forget that they have done so. But Schlemmer does not even send the⁶⁸²⁰ check over to the Cottonseed National for the purpose of inquiring if it was cashed there. He immediately assumes that⁶⁸⁴⁰ McGunnigle in some mysterious way was able to impersonate Wiltshire and cash the check at a bank where Wiltshire and⁶⁸⁶⁰ he were both familiar figures. That in itself is an astounding fact. On the contrary, he calls in the police⁶⁸⁸⁰ and has McGunnigle arrested, indicted, and brought to the bar of justice for sentence within less than one hundred hours.⁶⁹⁰⁰ Why? The only reason that I can evolve is that once the guilt had been saddled upon McGunnigle and he⁶⁹²⁰ had been sentenced for the forgery it was probable, or at any rate possible, that the matter might be forgotten.⁶⁹⁴⁰ The surety company had made good, Haecklemeyer, Schlemmer and Bintz had lost nothing, and the surety company, satisfied of McGunnigle's⁶⁹⁶⁰ admission that he was the forger, would have had no particular object in spending a lot of time and money⁶⁹⁸⁰ in trying to ferret out just what method he had employed."

He paused again.

"The case had several other peculiar⁷⁰⁰⁰ aspects. Schlemmer apparently saw no reason for having an audit of the firm's books or making any investigation of the⁷⁰²⁰ other returned vouchers in the files, in spite of the fact that the forgery had been committed in July, while⁷⁰⁴⁰ McGunnigle had needed the money in December and might, therefore, well be suspected of having committed others. Moreover, Schlemmer was⁷⁰⁶⁰ not only anxious to persuade your honor to suspend sentence but was willing to take an admitted forger back into⁷⁰⁸⁰ the firm's employ, a very curious proceeding, particularly if he had no personal interest in him.

"There was one other⁷¹⁰⁰ fact purely coincidental in its nature. In one of my nocturnal rambles for the purpose of observing how far the⁷¹²⁰ Prohibition Laws were being enforced, I dropped into a rather notorious cabaret in Greenwich Village and happened to observe one⁷¹⁴⁰ of the patrons in an advanced stage of intoxication. The man had a gold tooth and by it later I⁷¹⁶⁰ was able to recognize Schlemmer as the person in question."



Meet us in Kansas City

Robert A. Grant and L. R. Smith, managers of the "Bureau for Specialists," will be at National Commercial Teachers' Federation Headquarters, Baltimore Hotel, Kansas City, Missouri, December 28, 29, 30. Employers seeking teachers, and teachers available for positions in January or in September, should get in touch with us.

SPECIALISTS' EDUCATIONAL BUREAU

Robert A. Grant, President

Shubert-Rialto Bldg., St. Louis, Mo.

The Season's High Spots

During the recent season, the highest salary paid to a man obtaining a position through this office was \$4500; the highest for a woman, \$2500. Neither was a college graduate, in the usual meaning of the term, but both were graduates of State Teachers Colleges. September brought numerous calls. We still have many available candidates at various salary levels. May we help you?

THE NATIONAL COMMERCIAL TEACHERS AGENCY

(A Specialty by a Specialist)

E. E. Gaylord, Mgr.,

Larcom Ave., Beverly, Mass.

Mr. Tutt poured himself out a glass of water, drank⁷¹⁸⁰ a little, and proceeded:

"When I came into court last week and saw Mr. McGunnigle I had a hunch that⁷²⁰⁰ there was something queer about the case. It was—so to speak—too 'easy,' if your honor gets my meaning.⁷²²⁰ After securing the adjournment I immediately took a photostat copy of the check to the Cottonseed National, where the paying⁷²⁴⁰ teller, as I knew he would, declared that it would have been utterly impossible for anybody but Mr. Wiltshire to⁷²⁶⁰ have cashed it. This meant that the name of some other payee had been substituted for that of the Yucatan⁷²⁸⁰ Trading Company. But how was I to find out what the name had been? Well, I hied me to the⁷³⁰⁰ Public Library and spent a few hours reading up the effect of acids on ink, and Saturday afternoon I came⁷³²⁰ here with my retort, and Mr. Dollar and I had a field day. We fumed the check, photographed the stains,⁷³⁴⁰ had 'em enlarged, and thus discovered that Mr. 'Albert N. Isaacson' had cashed the check at the Flatbush Trust Company.⁷³⁶⁰ The rest was simple. I procured from Mr. Brainard his depositor's address—on High Street—and sent Willie Toothaker, my⁷³⁸⁰ office boy, there the next evening with a package for 'Mr. Isaacson'—a beautiful box of poker chips that cost⁷⁴⁰⁰ me fifteen good simoleons. He had seen Schlemmer in court. —Well, Mr. Schlemmer opened the door—and took in the⁷⁴²⁰ chips!"

"How did you know he played poker?" inquired the judge facetiously.

"I had another hunch!" laughed Mr. Tutt. —"Well,⁷⁴⁴⁰ that was that! Then I got hold of Haecklemeyer and told him that he was harboring a viper in his⁷⁴⁶⁰ bosom, and he had the firm's books secretly audited and found that Schlemmer had forged eighteen other checks in exactly⁷⁴⁸⁰ the same way. You see, Schlemmer needed the money.

"I concur!" said his honor. "But you haven't explained why McGunnigle⁷⁵⁰⁰ pleaded guilty. What is your theory about that?"

"Haven't you got any yourself?"

Judge Barker shook his head dubiously.

"Deacon"⁷⁵²⁰ Terry shot up his hand.

"I have, teacher!"

"Give me a chance!" protested his honor. "How about this? Schlemmer knew⁷⁵⁴⁰ McGunnigle had a dying daughter and would probably do anything to save her. When Wiltshire bobbed up and declared his⁷⁵⁶⁰ name had been forged Schlemmer bribed McGunnigle to take the blame, promising to get him off as easily as possible⁷⁵⁸⁰ and exacting as a condition that he should never open his lips in defense or explanation. McGunnigle used the money⁷⁶⁰⁰ to send the girl to Arizona.—From Schlemmer's point of view it probably looked pretty safe."

"It was!" agreed Mr.⁷⁶²⁰ Tutt, laying his hand on McGunnigle's shoulder. "He knew he was dealing with an honest man who would live up⁷⁶⁴⁰ to his end of the bargain. McGunnigle did so, but that couldn't save Schlemmer."

"Not with old man Tutt on⁷⁶⁶⁰ his track!" whispered the "Deacon" loud enough for everybody to hear.

"I might add that Mr. Haecklemeyer says the firm's⁷⁶⁸⁰ name from now on is going to be Haecklemeyer, Bintz and McGunnigle."

"And I might add," remarked his honor, "that⁷⁷⁰⁰ Schlemmer's name for the next ten years is going to be Convict Number Thirteen Hundred and Thirteen, and his address,⁷⁷²⁰ Ossining, New York.—Mr. McGunnigle, you are discharged. I hope your daughter will be better soon."

"She is, thank you!"⁷⁷⁴⁰ said John McGunnigle, giving utterance to a fact for the first time. (7752)

Enthusiasm

By Zina Barton Partridge

In "Forbes Magazine"

It is a force, a power, a fire
Shining through Life's fog
To blaze a path—to burn away
Obstacles²⁰ that clog!

It warms, excites endeavor—
Energizes mind
To concentrate—to penetrate—
Reach the goal designed!

It sheds around it⁴⁰ cheerfulness—
Brightens with its touch—
Attracts success, deserving it—
Wins by giving much. (53)

Communication

From the "San Francisco Examiner"

The printing-press is eulogized by one of our subscribers as the "greatest civilizing influence and invention of the age."²⁰

He is right, with the qualification "of the age." The greatest civilizer of all time or any time is human⁴⁰ speech.

Before men could talk to each other the mental life of the individual was rudimentary. It was like the⁶⁰ mental life of the animals, who can only communicate a few rudimentary thoughts and emotions to each other.

But as⁸⁰ soon as speech began to grow, brains began to grow.

Pictures were the first extension of speech. Writing grew out¹⁰⁰ of pictures. Printing and the printing-press grew out of writing.

And now we have the telephone and telegraph, and,¹²⁰ best of all, radio, to spread human speech broadcast over the earth.

In time—who knows?—men may greatly develop¹⁴⁰ and educate the natural power of telepathy. It is present to some extent in all of us.

The closer we¹⁶⁰ are together, the more civilized we are; for that is what civilization means, and communication—any sort of communication—is¹⁸⁰ its agent. (182)

Charge to the Jury

Gentlemen of the Jury:

The plaintiff in this action seeks to recover from the defendant company damages for personal injuries²⁰ which are alleged to have been sustained on account of the negligence of said company.

The plaintiff claims that about⁴⁰ eleven o'clock on the night of August 14, 1911, he was motoring a car of the defendant,⁸⁰ and that because of defective brakes on the car, which would not take hold of the wheels, he was unable⁸⁰ to stop or hold the car when descending a certain grade, and in consequence thereof his car collided with another¹⁰⁰ car and he was injured.

The plaintiff's declaration consists of two counts, one of which avers that the said defendant¹²⁰ negligently and carelessly suffered and permitted the said plaintiff to use and operate a certain car with an improper, unsuitable¹⁴⁰ and dangerous brake-shoe, all of which was well known to the said defendant but unknown to the said plaintiff,¹⁶⁰ and by reason of the said negligence of the said defendant in permitting the use of said car with the¹⁸⁰ defective brake-shoe as aforesaid at the time and place aforesaid, the said car on which the said plaintiff was²⁰⁰ a motorman as aforesaid ran into and collided with another car operated and controlled by the said defendant, whereby the²²⁰ said plaintiff was greatly bruised, cut, mangled, broken, injured and distressed.

The second count is similar to the first, except²⁴⁰ that the word "brakes" is used in the second count instead of "brake-shoe" in the first count.

So²⁶⁰ that the negligence averred, and relied upon, by the plaintiff is, that the defendant suffered and permitted the plaintiff to²⁸⁰ use and operate the car with a defective, unsafe and dangerous brake-shoe, or brakes.

The gist of this action³⁰⁰ is negligence, which is the want of ordinary care, and the burden of proving the negligence of the defendant rests³²⁰ upon the plaintiff. If there was no negligence on the part of the company, your verdict should be for the³⁴⁰ defendant. Even if there was negligence on the part of the defendant, yet if the negligence of the plaintiff contributed³⁶⁰ proximately to the accident at the time thereof, the plaintiff cannot recover. In such case the plaintiff would himself be³⁸⁰ guilty of contributory negligence, and where there is such negligence the law will not attempt to measure the proportion of⁴⁰⁰ blame or negligence to be attributed to each party.

Contributory negligence has been defined to be the negligence of the⁴²⁰ plaintiff, or of the person on account of whose injury the action is brought, amounting to a want of ordinary⁴⁴⁰ care, and approximately contributing to the injury.

The relation existing between the defendant and the plaintiff at the time of⁴⁶⁰ the accident was that of master and servant, and the pri-

mary duty imposed upon the defendant towards the plaintiff in⁴⁸⁰ the course—

(To be concluded next month)



Men are of two classes—those who do their best work today and forget about it, and those who promise²⁰ to do their best tomorrow and forget about it. (29)

Short Stories in Shorthand

Result of Reading the Ads

"Mother," cried little Mary as she rushed into the farmhouse they were visiting, "Johnny wants the Listerine. He's just caught²⁰ the cutest little black and white animal, and he thinks it's got halitosis." (33)

Discretion

The youngster was full of mischief. He kept the classroom in a subdued uproar and the teacher in a state²⁰ of considerable perturbation. Finally the teacher said sharply, "Mickey, I'm tired of telling you to behave. I'm going to send⁴⁰ a note to your father."

"Better not," Mickey retorted, "Ma is as jealous as a cat." (56)

Good Guess

Teacher: William, what three words are most used in the English language?

William: I don't know.

Teacher: Correct. (18)

That's That

"I am a woman of few words," announced the haughty mistress to the new maid. "If I beckon with my²⁰ finger, that means 'come.'"

"Suits me," replied the girl cheerfully. "I'm a woman of few words, too. If I shake⁴⁰ my head that means 'I'm not coming.'" (47)

It's Always Fair Weather

He (Poet lover): My fair one, you reign supreme in my heart. Without you all would be dark and dreary.²⁰ When the clouds gather and the snow and hail beat upon me, then I think of you. Immediately the warm⁴⁰ southern winds come—the storms break—and through the dying showers I see your love shining bright and clear. My⁶⁰ rainbow!

She (factory girl): Hey, is this a proposal or a weather report? (73)

Stung Daddy

Billy: Pa, how far can a dog run into the woods?

Father: What a foolish question. As far as he²⁰ wants to, of course.

Billy: No, he can't. He can only run as far as the middle, after that he's⁴⁰ running out of the woods. (45)

*Value of Commercial Clubs*

(Continued from page 133)

of officers followed—each retiring officer carrying a lighted candle with which, as he submits his office to the newly elect, he lights that of the new officer—passing the flame of success on. It is very effective.

Our one big aim as a Club project for this year has been Perfection of Typing and Speed in Writing. As a result of this resolution, 32 medals, of all kinds, have been won to date—not forgetting the numerous certificates awarded to both Juniors and Seniors.

This enthusiasm has spread to the Bookkeeping Department also and 34 silver and gold medals have been awarded these students for efficiency and accuracy in recording transactions.

We are proud of our work—considering that we have just started our club—and we fully expect to do even more next year.

—Paul F. Leatart, *Kenton High School, Kenton, Ohio*

With this letter was enclosed a program made by the students in the typing department—an excellent example of neat, accurate, artistic typing that was very effective. On the back of the program were given the names and achievements of the certificate, medal, and honor winners of the year, an inspiration to the other students present, and a noteworthy demonstration of the success of the club.

WHEN writing about the commercial clubs in the high schools, someone asked, "What is the matter with Idaho——?" Nothing! In fact, we think we are just a little ahead of some of the other states! We, at Sandpoint, boast two commercial clubs in our high school—one, The Commercial Club of Sandpoint High School, and the other the Expert Typists' Club.

All students enrolled in bookkeeping, shorthand or typewriting are eligible for membership in the first, but the requirements for the latter are just a little higher—first-year typists

are admitted only when they write twenty-five words a minute with not more than five errors, and second-year typists are admitted only when they can write forty-five words a minute with not more than five errors.

These clubs sponsored a candy sale during the basket-ball season, and later on gave a play to the high school students, proceeds of which were used for defraying expenses of the team to the North Idaho District Commercial Contest and in taking us out of the "red" from last year's contest.

—Ethel Brackin, *Sandpoint High School, Sandpoint, Idaho*

THE Commercial Club of the Poynette High School is very much alive. The club was organized three years ago for the purpose of getting in touch with the business world and to encourage a better social spirit. Our regular meetings are held the third Friday of every month.

It has been customary for the members of the club to go to Whitewater to witness the State Commercial Contest. We do this because we have been fortunate enough to have contestants take part each year and the students like to see the professional typists and reporters that are there at that time. Our club is so large that we cannot afford to send all this year. In order to determine who can go we have worked out the following point system:

Taking part in programs.....	25	points
Each quarterly grade over 85.....	10	"
Each meeting attended.....	10	"
Each typing award.....	10	"
Contestant in the district contest.....	50	"
O. A. T. Certificate.....	25	"
O. G. A. Certificate.....	25	"
Certificate of Superior Merit.....	25	"
Taking part in plays.....	50	"
No absence or tardiness during quarter.....	25	"
Complete Theory Test.....	25	"
15-minute accuracy test without error.....	5	"
100 in Junior shorthand 100-word test.....	10	"
Best bookkeeping set.....	50	"
Second best bookkeeping set.....	40	"
Third best bookkeeping set.....	30	"

The week before the contest we will rank the students according to the number of points they have earned. Then if we can afford to take fifteen to Whitewater the first fifteen will go.

This year we have raised more money than in other years. Each member must pay annual dues of twenty-five cents, and we have over seventy members.

In November we gave a Carnival, and a rip-roaring time took place. At the Carnival were side shows, hot dog stands, fortune tellers, wild west shows, and many other things that go to make a Carnival. We cleared nearly

one hundred dollars. Thirty dollars of this went to help the school buy a Ditto machine, and six dollars for the last set of typing records. We have held candy sales at the different basket-ball games and have made from \$8 to \$10 at each of these. This money is used to send the contestants to the district and state contests.

At the October meeting a very interesting program was put on. The speaker of the evening was Mr. E. M. Douglas, vice-president of the Madison Business College. A social hour followed and dainty refreshments were served. Each student was given 20 points, if he brought his parents to give the parents a better idea of what took place at the meetings.

Christmas we put on a party. Dancing and lunch was enjoyed by all present, and names were drawn to buy Christmas presents. A fine time was reported by all.

Another great event that our club will put on in the spring to help put Poynette on the map is a "Raleigh Ball" for the schools in our district. The purpose is to get in touch with the commercial departments of other schools and to show them what our club is doing. We are planning a large program for that day in which each school will have a chance to take part, and with the coöperation of the surrounding schools we can make it a decided success.

—Ann Junginger, Poynette High School,
Poynette, Wisconsin

MISS IRENE KINSELLA, instructor of typewriting in the high school of Kankakee, Illinois, sent us a very interesting paper called *The Commercial Club News*. She asks that a list of all papers published in the schools and commercial clubs be listed in the *Gregg Writer* for the convenience of the schools that would like to exchange. If other schools are interested in this idea, please send us the names of your papers.

THE scope of our work is somewhat broader than is usually undertaken by shorthand clubs. Our aim is to stimulate interest in all activities connected with the commercial course.

We make studies of vocations, industries of our city, and promote any enterprises which may develop greater abilities in individual members. We have not been going very long, but we feel that we have attained no small measure of success. The interest among the members of the department has been very good, and the testimony of the teachers is that this interest is showing in their classrooms. We expect to develop a larger and broader program in the coming year.

Our latest enterprise was to promote a typewriting and shorthand contest, and as you are probably aware, we were honored by the presence of Mr. Swem. I am sending him a

clipping from the local paper giving an account of the evening. He doubtless will give you his estimate of the success of our venture.

—W. E. Smith, Utica Free Academy, Utica,
New York

There was a fine write-up of the proceedings of the club in the newspaper—another feature of commercial club activities. Newspaper editors, as a rule, will support a venture of this kind generously with newspaper publicity if they are interviewed and a brief well-prepared account of the aims, value, and possibilities of the club given to them. This publicity asserts still another influence by awakening the interest of business men of the community, and makes easier the task of winning their coöperation and support.

WE have noted in the *Gregg Writer* that West Virginia is among the backward states so far as the organization of commercial clubs is concerned. Perhaps this is because others like ourselves have been somewhat remiss in letting our activities be known.

The Commercial Club of Davis and Elkins College has been in operation for at least three years. This year, to be sure, we got under way a little later than usual, but we are making up for the delay by adopting a constitution and by having really snappy business and social meetings.

Class rings and pins have just been ordered, and the members are now looking forward rather longingly to commencement day.

—Wm. E. Smyth, Davis & Elkins College,
Elkins, West Virginia

THIS morning we had a very fine Commercial Club meeting. One of our most prominent business men gave us an instructive talk. This club was organized nine or ten years ago, and meets every other week of the school year on Wednesday. The club will give a play before the Senior Assembly. The members derive much pleasure and good from the club. Every school should have a club!

—Inez Field, Fergus Falls High School,
Fergus Falls, Minnesota

YOU will be interested to know that the members of the Commercial Department of Gloucester High School presented that little play, "Not to the Swift," before the other members of the school yesterday in the club period. It was a huge success. The program was typed by members of the typewriting classes.

Music for the program was furnished by the school orchestra, with Mr. Allyn Brown, musical instructor, and Miss Marjory Abbott, soloist.

—Miss Marion F. Woodruff, The High
School, Gloucester, Massachusetts

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